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## Kroc Community Center Summer Day Camp Evaluation: Final Report

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**KROC COMMUNITY CENTER SUMMER DAY CAMP EVALUATION**

**FINAL REPORT**  
**September 30, 2010**

**Prepared for the Salvation Army Ray and Joan Kroc Community Center**  
**With Funding By**  
**The Learning Community of Douglas and Sarpy Counties**

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## I. INTRODUCTION

The Salvation Army Ray and Joan Kroc Community Center summer day camp is an eight-week program for Kindergarten through 6<sup>th</sup> Grade youth that is partially funded through a grant provided by the Learning Community of Douglas and Sarpy Counties (LCDSC). The Kroc Center contracted with the Consortium for Organizational Research and Evaluation (CORE) at the University of Nebraska at Omaha to conduct an external evaluation of the program.

The UNO evaluation is intended to supplement the planned internal evaluation of the program conducted by Kroc Center staff as well as those conducted by the Learning Community. This report documents the findings of the external evaluation of the summer camp program for the following areas in three sections: 1) an implementation and process study, 2) student, parent and instructor assessments and surveys and 3) analysis of performance-based and other program outcomes.

Each section briefly describes the research methods used to gather and analyze the collected information. The research findings and recommendations provided are intended to help improve the internal operation and performance of the camp in the future, as well as strengthening the Salvation Army Kroc Community Center's external interactions with other institutions and the larger community.

## II. IMPLEMENTATION AND PROCESS STUDY

In order to gather information related to key implementation and process issues, researchers conducted informal interviews with the project director and key staff, attended weekly meetings and reviewed project documents and camp program records. We also conducted additional analysis of the attendance data collected by the Kroc Center.

### Grant Award Timeline

Camp supervisors and staff identified the timeline of the award of the grant and subsequent funding for specialized personnel as an important obstacle that needs to be addressed to improve program implementation and performance in the future. In particular, **the Kroc Center project director learned that the grant had been awarded on Wednesday, June 1, 2010 while the camp was scheduled to begin on the following Monday, June 7.**

This short interval between award notification and the program start date did not allow sufficient time for the screening and hiring of the two certified reading teachers prior to the opening-day of the camp. As a result, the teachers were not in-place and the curriculum was not finalized until the beginning of week four of the program. During the interim, the reading component was handled by the project director and other staff.

Kroc staff also noted that the short lead-time between the award of the grant and the start of the camp meant that there was no time to adequately inform the public about the availability of scholarships for low-income families prior to the start of the camp. In fact, the project director stated **that it was not clear that the scholarship component of the grant had been awarded until after the camp had begun.**

Despite the extremely short notice, Kroc staff reported that \$13,752 in sliding-fee-scale scholarships were granted to low-income families (all of which were from South Omaha) that also contributed a total of \$6,453 in camp fees. Scholarships were awarded based on 2009 U.S. Poverty Guidelines, and staff noted that **even more could have been distributed, but that they did not have enough time to do so due to the timeline issues cited above.**

## Attendance

Kroc Center staff collected attendance information during daily student check-in and check-out, as well as computing the total number of days participants had registered for and attended, as shown in Table 1.

**Table 1 Days of Camp Registered For and Attended by Participants**

Time Period	Number Days Registered	Number Days Attended
Week 1	159	128
Week 2	200	184
Week 3	196	169
Week 4	238	205
Week 5	195	120
Week 6	200	173
Week 7	175	135
Week 8	170	134
<b>TOTAL</b>	<b>1,533</b>	<b>1,248</b>

On average, participants attended 81.4% of the days for which they were registered or a little over four out of every five days. Table 2 shows the total number of participants per week which averaged 35.6 per week.

**Table 2 Total Participants Per Week**

Time Period	Number of Participants
Week 1	29
Week 2	40
Week 3	36
Week 4	45
Week 5	38
Week 6	36
Week 7	31
Week 8	30

Many of the participants registered for multiple weeks of camp and the distribution of the number and percent of campers is shown in Table 3. **Most participants (23.4%) attended only one week of camp, however, significant proportions also attended for four weeks (17.2%) and for seven or all eight weeks (15.6% each).**

**Table 3 Number and Percentage of Summer Camps Participants Attending Multiple Weeks**

<b>NUMBER OF WEEKS ATTENDED</b>	<b>Participants (N)</b>	<b>Percentage (%)</b>
<b>8</b>	10	15.6
<b>7</b>	10	15.6
<b>6</b>	4	6.2
<b>5</b>	5	7.8
<b>4</b>	11	17.2
<b>3</b>	4	6.2
<b>2</b>	5	7.8
<b>1</b>	15	23.4
<b>Total</b>	<b>64</b>	<b>100.0%</b>

Kroc Center staff also collected information on the schools campers will be attending next fall as shown in Table 4. The students are drawn from a wide variety of schools throughout the Metro area. This information is critical for establishing institutional linkages and a systematic flow of performance-based and other results reporting in the future.

**Table 4 Schools To Be Attended By Numbers of Campers in Fall 2010**

All Saints Catholic	1	Underwood	3
Indian Hills elementary	7	Cavett (Lincoln)	1
Highland	8	Birchcrest	3
Spring Lake Magnet	5	Marrs	3
Bancroft	2	St. Columbkille	1
Chandler View	2	Omaha Christian Acad	3
North Broadway	1	St. Roberts	2
St. Peter Paul	2	Ashland-Park Robbins	2
Castellar	3	Mountview	1
Field Club	1	Rose Hill	1
Westmont	1	Ambros	2
Catlin	1	St. Cecilia	2
Wakonda	1	Ezra Millard	1

### **Weekly Staff and Post-Camp Debriefing Meetings**

In order to have a detailed record of camp activities, implementation issues and programming challenges, the Kroc Center held weekly staff meetings at the end of each week (Friday afternoons while the campers were viewing movies under the supervision of camp aids and volunteers). Meeting notes were taken by staff on flip-charts for each program area (e.g., camper check-in/check-out, aquatics, team building, games/gym, computers, reading, breakfast/lunch and arts/dance).

Staff observations for each area were identified, discussed and documented as “positives” and “negatives,” while suggested solutions and needed actions for the following week were also recorded. **The weekly notes were later transcribed and distributed to all staff, thus serving as a vehicle to**

**guide communications and insure follow-up on action items.** (Appendix A contains samples of the weekly and post-camp meeting notes).

UNO evaluators attended several of the weekly meetings as well as a post-camp debriefing meeting (the latter generally following the same format, but with more of a focus on planning for next year's summer camp). Observations made at these meetings and a review of the weekly notes, reveal that **staff were highly engaged, extremely thorough, detail-oriented and very successful in problem-solving and trouble-shooting in each program area and in response to implementation challenges.**

### **Recommendations**

- 1) To improve program implementation and performance in future years, **the amount of lead-time between the awarding of major grants/funding (including scholarship availability) for the camp and the start of the camp needs to be increased to at least several weeks.** This issue should be adequately addressed through discussions/negotiations with potential funders regarding the award notification dates, possibly delaying the start date of the camp or a combination of both.
- 2) **Attendance and other participant information should be more-fully computerized** to utilize resources more efficiently and to have such data more readily available (perhaps to generate weekly reports) to be used while the camp is in operation.

While staff did enter participant names and other information into a computerized data base to generate daily attendance forms, this data was not entered into that database for use in more-detailed analyses. As part of the post-camp external evaluation, UNO researchers entered the hand-written data on the attendance forms into a separate spreadsheet database to conduct additional analysis.

- 3) The excellent weekly and post-camp debriefing meeting reports and notes compiled by Kroc Center staff should be fully integrated with the feedback obtained from participants, parents and instructors (as detailed in the next section of the report) and used during planning for next year's camp. This integrated information should guide and inform the planning and development of next year's camp and other related programming.

### III. STUDENT, PARENT AND INSTRUCTOR ASSESSMENTS, SURVEYS, EVALUATIONS

Kroc Center staff developed and conducted several surveys to measure the interests, levels of satisfaction and perceived outcomes of student participants, parents and instructors in the summer camp. The project director and staff showed great initiative in designing and administering their own ambitious internal evaluation, going well “above and beyond” what most similar programs attempt, especially during their first year of operation.

#### Student Assessments and Satisfaction Survey

***Student Assessments.*** A pre-camp assessment of student interests, camp and learning expectations and enjoyment of reading, science and math was conducted by Kroc Center staff at the start of week one. A corresponding post-camp assessment was conducted for comparison purposes at the end of the camp. (Appendix B contains the pre- and post-camp assessment instruments and summaries of the data collected).

***Pre-camp Assessments.*** A review of 22 completed pre-camp the assessments shows that students had a wide variety of interests, learning expectations and activities that they find enjoyable. **Overall, the student answers revealed they were well aware in advance of the many varied activities and learning opportunities that were to be offered in the camp and were very excited and enthusiastic about attending.**

The most frequently cited camp and learning opportunities anticipated by the students on the pre-camp assessments were as follows: swimming (16), art activities (13), learning new things in reading, math and science subjects (13), sports (12), computer skills (10), making new friends (8), dancing, singing or other performing arts (6) and cooking (4).

The students said that what they most enjoyed about **reading** was learning new things and words, having quiet time to read, learning history and viewing the pictures in the materials. In **science**, the students said they most enjoyed learning about animals, plants, nature, the stars and the earth; and also doing experiments, projects and mixing chemicals. They said that in **math** they enjoyed solving problems and learning addition, subtraction, multiplication, division, fractions and how to make graphs.

***Post-camp Assessments.*** **The review of 26 completed post-camp assessments provided strong evidence that the camp met or exceeded the learning expectations of the vast majority of students who attended.** Most notably, 14 students said they learned how to swim (see Section IV for more-detailed/ refined performance-based aquatics measures and outcomes), 11 learned drumming, 10 said dancing and 9 cited art and painting skills.

In terms of what they got from their camp experience, campers cited specific learning such as computer skills (9), cooking and nutrition (8) and new sports (7); others mentioned the new friends they had made and/or improvement in various social skills (8), how much fun they had (6), teamwork (5) and new games (5), as well as saving money, using Power Point, and discovering their “inner artist.”



Table 5 provides a “side-by-side” comparison of the students’ pre-camp learning expectations and the post-camp assessment findings of learning and accomplishments. (Note: The pre-camp assessment showed that “Learning New Skills (Reading/Math/Science) was cited by students as an expectation 13 times. The post-camp assessment asked separate questions about what campers learned in reading, science and measurements and the responses are shown in Appendix B.)

**Table 5 Comparison of Pre- and Post-Camp Assessments of Student Expectations and Learning/Gains**

<b>Student Pre-Camp Learning Expectations</b>	<b>Frequency of Responses</b>	<b>Student Post-Camp Learning and Gains</b>	<b>Frequency of Responses</b>
1. Swimming	16	1. Swimming	14
2. Art Activities	13	2. Drumming	11
3. Learning New Skills (Reading/Math/Science)	13	3. Art and Painting	10
4. Sports	12	4. Dancing	10
5. Computer Skills	10	5. Computer Skills	9
6. Making New Friends	8	6. New Friends/ Social Skills	8
7. Performing Arts (Dancing/Singing/Other)	6	7. Cooking/Nutrition	8
8. Cooking	5	8. Sports	6

***Student Satisfaction Surveys.*** Kroc Center staff developed and conducted student satisfaction surveys during weeks 1, 5, 6 and 7. The instruments were used to gather information about various camp components (e.g., swimming, computer class, reading, art, nutrition class, family night, etc.) in three areas: 1) likeability and enjoyment, 2) learning and skills improvement and 3) additional programming information. (Appendix B contains the student satisfaction instrument.)

***Likeability and Enjoyment.*** Table 6 contains a summary of findings of how well students liked and enjoyed camp programming components. **While clear majority of participants said they liked and enjoyed all the camp components, they gave especially high marks (nearly unanimous in most cases) to swimming, gym activities and art classes.**

The findings also reveal, however, that there were certain weeks for various components (such as weeks 5 and 6 for computer class, weeks 5 and 6 for reading, week 1 of art class and week 6 of team building) that show marked drop-offs in or significantly lower levels of student satisfaction.

**Table 6 Likeability and Enjoyment of Camp Components by Participants**

CAMP COMPONENT	Week 1 Number (%)	Week 5 Number (%)	Week 6 Number (%)	Week 7 Number (%)
	Yes No	Yes No	Yes No	Yes No
1. Like Swimming?	20 1 (95%) (5%)	20 1 (95%) (5%)	29 2 (94%) (6%)	19 2 (90%) (10%)
2. Like Computer Class?	22 0 (100%) (0%)	11 10 (52%) (48%)	20 11 (64%) (36%)	17 5 (77%) (23%)
3. Like Reading?	18 2 (90%) (10%)	11 8 (58%) (42%)	15 16 (48%) (52%)	13 8 (62%) (38%)
4. Enjoy Gym Activities?	22 0 (100%) (0%)	19 0 (100%) (0%)	27 1 (96%) (4%)	17 2 (90%) (10%)
5. Like Art Class?	14 7 (67%) (33%)	19 1 (95%) (5%)	25 4 (86%) (14%)	22 0 (100%) (0%)
6. Like Finance Class?	15 2 (88%) (12%)	18 0 (100%) (0%)	22 5 (82%) (18%)	11 2 (85%) (15%)
7. Like Team Building?	21 0 (100%) (0%)	14 6 (70%) (30%)	17 11 (60%) (40%)	16 5 (76%) (24%)
8. Like Nutrition Class?	15 5 (75%) (25%)	11 3 (79%) (21%)	16 6 (73%) (27%)	17 3 (85%) (15%)

*Learning and Skills Improvement.* Clear majorities of the camp participants also said they had marked improvements in learning and skills due to the camp components. Table 7 shows a summary of the gains they said they made in swimming, use of computers, reading and learning from competition. (See Section IV. for additional information about performance-based measures of improvements made in reading and swimming.)

**Table 7 Learning and Skills Improvement in Camp Components**

CAMP COMPONENT	Week 1 Number (%)	Week 5 Number (%)	Week 6 Number (%)	Week 7 Number (%)
	Yes No	Yes No	Yes No	Yes No
1. Know how to swim before camp?	12 8 (60%) (40%)	15 6 (71%) (29%)	19 12 (61%) (39%)	15 6 (71%) (29%)
1a. Know how to swim now?	19 2 (90%) (10%)	19 3 (95%) (5%)	28 3 (90%) (10%)	19 3 (86%) (14%)
2. Know how to use computers before camp?	21 1 (96%) (4%)	19 2 (90%) (10%)	27 4 (87%) (13%)	19 3 (87%) (13%)

2a. Know how to use computers now?	21 0 (100%) (0%)	21 0 (100%) (0%)	28 2 (93%) (7%)	21 1 (96%) (4%)
3. Do you feel like you read better now?	18 2 (90%) (10%)	15 6 (71%) (29%)	20 11 (64%) (36%)	17 5 (77%) (23%)
3. Did you feel learned anything from the competitions?	11 10 (52%) (48%)	13 6 (68%) (32%)	15 8 (65%) (35%)	17 5 (77%) (23%)

*Additional Programming Information.* The student satisfaction surveys also provided additional information that should be of use in future programming decisions. Table 8 shows the numbers and percentages of children who have computers and read at home, had done team-building exercises before camp and whose family attended family night.

Interestingly, during each of the four weeks the data was collected 60%-71% of participants said they have a computer at home, 74%-86% said they read at home, only 21%-30% had ever done team-building before camp and 25%-40% said their family came to family night.

**Table 8 Additional Programming Information by Camp Components**

CAMP COMPONENT	Week 1 Number (%) Yes No	Week 5 Number (%) Yes No	Week 6 Number (%) Yes No	Week 7 Number (%) Yes No
1. Do you have a computer at home?	12 8 (60%) (40%)	15 6 (71%) (29%)	19 12 (61%) (39%)	15 6 (71%) (29%)
2. Do you read at home?	18 3 (86%) (14%)	17 4 (81%) (19%)	23 8 (74%) (26%)	17 5 (77%) (23%)
3. Did ever do team building before camp?	4 15 (21%) (79%)	4 13 (24%) (76%)	8 19 (30%) (70%)	4 12 (25%) (75%)
5. Did your family come to family night?	4 12 (25%) (75%)	6 9 (40%) (60%)	10 16 (38%) (62%)	7 15 (32%) (68%)

### Parent Satisfaction Survey

Kroc Center staff administered the parent satisfaction survey, which was developed with the assistance of UNO researchers, during the post-camp family night celebration. Nineteen (19) surveys were completed and as shown in Table 9, most parents (17) said they had their child(ren) participate in the camp for the activities (music, computers, art, etc.), 15 also cited recreation (sports, gym, other games, etc.), 13 said for learning social skills or improving behavior, 12 said for child care or supervision during the day and 6 said for extra help in school (read, math or other subjects).

**Table 9 Reasons Parents Had Their Children Attend Camp Kroc**

<b>Parental Reasons for Children Attending Camp Kroc</b>	<b>Frequency of Responses (n)</b>
1. Activities (music, computers, art, etc.)	17
2. Recreation (sports, gym, other games)	15
3. Learning Social Skills or Improving Behavior	13
4. Child Care or Supervision During the Day	12
5. Extra Help in School	6

Table 10 shows **the overwhelming majority of parents were highly satisfied with the camp in all areas investigated. It also shows the degree to which parents almost unanimously thought that the camp was helpful, beneficial and positive for their children in these areas.**

**Table 10 Parental Perceptions of Benefits of Camp Kroc**

<b>Parental Perceptions of Camp Kroc</b>	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>
1. Camp Activities Were Beneficial	19	0	0
2. Recreation Activities Were Beneficial	19	0	0
3. Provided Safe/Well-Supervised Environment	17	1	1
4. Helpful to Child in School Subject	16	0	3
5. Beneficial to Child Learning Social Skills/Improving Behavior	16	0	3

In addition, **all of the respondents (100%) said they would recommend Camp Kroc to their family and friends (and enthusiastically cited various reasons why they would) and 95% said they would like to receive information about the camp next year.** Appendix B contains a complete summary of the parental survey results and their comments as compiled by Kroc Center staff.

### **Instructor Evaluations**

As with the parent survey, **the results from 12 completed camp-instructor surveys demonstrate that the teachers were also highly satisfied with their experience at the Kroc Center.** These surveys were designed by staff and the questionnaire, results and teacher comments are also contained in Appendix B.

As shown in Table 11, all respondents (100%) felt that the planning component of the camp was satisfactory and that they had been involved in the planning process as much as they wished. Seventy-five percent (75%) of teachers said sufficient time for teaching their classes was allotted, while 92% said both that their space, equipment and supplies were adequate and that the camp administrators and staff were helpful and supportive. All respondents (100%) said the sizes of their groups were adequate.

**Table 11 Instructor/Teacher Perceptions of Camp Kroc**

<b>Instructor/Teacher Perceptions</b>	<b>Yes (N) %</b>	<b>No (N) %</b>
1. Planning Component of Camp Satisfactory	10 (100%)	0
2. Involved in Planning Component As Much As They Wanted	10 (100%)	0
3. Sufficient Time for Teaching Classes Allotted	9 (75%)	3 (25%)
4. Space/Equipment/Supplies Adequate	11 (92%)	1 (8%)
5. Camp Administrators and Staff Helpful and Supportive	11 (92%)	1 (8%)
6. Sizes of Groups Being Taught Adequate	11 (100%)	0

The instructors offered many insightful comments and suggestions (see Appendix B), but the following three stand out in particular importance:

- 1) “For next year I would recommend that you hire a reading teacher right away.” (See Section II. Grant Award Timeline and Recommendations in this report for additional discussion of this issue).
- 2) “I would also suggest you have a goal in mind regarding the **[reading] standards** you want to use for the students. You could find out where the students are struggling by contacting the [school] district office or report card site.”
- 3) “The thing I realized was that there was a difference between kindergarten and grades 1 and 2. Kindergarteners were too small and it was difficult for me to give the same project for them all. I think if we had two groups such as 1<sup>st</sup> /2<sup>nd</sup> and kindergarten, then it would be better to teach and they could do their projects together.”

**This theme of age-appropriateness and differences within and between age groups recurred regularly** during the weekly staff meetings also (see weekly and post-camp debriefing notes) in the computer, arts/dance, team-building, reading, games, weekly themes (e.g., gardening) and behavior and discipline components.

## **Recommendations**

- 1) The camp program should continue the fine start it has made during its first year of operation in gathering, analyzing and incorporating student, parent and instructor assessments, surveys and evaluations. The feedback and information obtained from these, as summarized in this report, should be used to address the challenges and issues raised in the weekly and post-camp meeting reports as part of future program planning and improvement.
- 2) A review of all the research instruments developed for the summer camp (see Appendix B containing the student pre- and post-camp assessments and satisfaction surveys, the parent satisfaction surveys and the instructor/teacher evaluations) and the findings obtained through

their use, **shows that all were important tools that were effectively employed evaluating the program.**

This review also shows that the instruments and their administration can be improved and refined in the future as follows:

***Student Pre- and Post-Camp Assessments.*** Even though both used all open-ended questions, the results (while a bit time-consuming to tabulate and analyze) proved to be interesting and useful (see Table 5).

- a) However, only 22 pre-assessments and 26 post-camp assessments were completed out of approximately 64 total camp participants. As new participants enter the program each should complete a pre-assessment and efforts should be made to increase the number of completed post-assessments as well.
- b) We also suggest that students be asked how they think the camp might be improved, what else they would have enjoyed and/or what else they would like to see included in future camps.

***Student Satisfaction Surveys.*** These surveys used both open and closed questions to obtain feedback about various aspects of 10 components of the camp in three areas: enjoyment and likeability, learning and skills improvement and additional programming information (see Tables 6, 7 and 8).

- a) One suggestion made by a staff member during the weekly meetings was to **change the satisfaction surveys to all “Yes/No” (closed-ended questions)** as it was taking too long for the K-2 and 3<sup>rd</sup>/4<sup>th</sup> graders to complete.

We concur with this suggestion for the additional reason that many of these open-ended questions duplicate those found in the post-camp assessment. If staff believe it is important to have this additional and more-detailed information about various components of the camp it could rather easily be incorporated into to the post-assessment.

- b) A total of 94 student satisfaction surveys were completed at the end of weeks 1, 5, 6 and 7. If the satisfaction surveys (perhaps reduced to only closed-ended questions and therefore taking less time and effort to complete) are not administered every week, a more-representative sample of the summer camp population would likely be obtained administering the survey at the end of weeks 2, 4, 6 and 8.
- c) In reviewing the likeability and enjoyment of the camp components (see Table 6), we noticed **significant “drop-offs” or significantly lower levels of participant satisfaction during certain weeks for certain components** (e.g., week 5 of

computer class, week 6 of reading, week 1 of art class). These results should be reviewed with the instructors of those components to determine possible reasons for the lower proportions of participants who liked or enjoyed these components during these weeks.

- d) Finally, an electronic version of **the student satisfaction survey** could be developed that **could be administered as part of the computer component of the camp at the end of each or certain weeks**. The very act of completing a computerized survey would be a learning experience for students as well as providing the important evaluation feedback.

***Parent Satisfaction Surveys.*** The parent satisfaction surveys effectively employed both open and closed questions to obtain important evaluation feedback and future programming information from parents (see Tables 9 and 10 and Appendix B).

- a) However, only 19 parent surveys were completed and returned via a mailing and during family night. To increase this number, staff should also consider administering the survey and the end of each or certain weeks (again perhaps weeks 2, 4, 6 and 8) at pick-up time or through other methods.
- b) Since such a high proportion of participants said they had computers at home (60%-71%, see Table 8 on page 8) in the weekly student satisfaction surveys, **it may be possible to administer a weekly parent satisfaction survey on-line in the future to increase the response rate**.

***Instructor/Teacher and Other Evaluations.*** The instructor/teacher surveys also effectively employed both open and closed questions to obtain important evaluation feedback and instructor comments (see Table 11 and Appendix B).

- a) Staff suggested at the post-camp debriefing meeting that **a survey instrument be developed and administered to camp aids and volunteers**. This is an excellent suggestion that should be carried out and the instructor/teacher evaluation instrument could be readily adapted for these purposes.

#### IV. PERFORMANCE-BASED PROGRAM OUTCOMES

A major goal and focus of the summer camp was to offer numerous educational support opportunities in reading, science and math skills. Kroc Center staff chose the reading component of the summer camp program to concentrate their efforts to objectively measure performance-based academic outcomes. (Appendix C contains a sample of the performance-based reading instrument.)

##### Reading Outcomes

Pre- and post-test instruments designed by the staff and reading teachers to assess participant progress in reading were administered weekly. The reading materials selected integrated weekly camp themes (such as living violence free, diversity, conservation and health) which were also intended to foster learning, skills development and student improvement in social interaction, personal behavior, healthy living and community responsibility.

The pre- and post-tests usually consisted of five (5) questions to determine changes in reading skills, comprehension and retention of content. Kroc Center staff scored the tests and computed average pre- and post-test scores. UNO researchers analyzed the test results to determine the number and percentage of students who showed improvement (or lack thereof) each week, as well as the degree of improvement in test scores.

The performance-based outcomes for the reading component of the summer camp are summarized in Table 12 and as follows:

a. Week one (Reptiles):

Average Pre-test Score: 3.5

Average Post-test Score: 4.0

Of 19 students who took both the pre- and post-test, 13 (68%) improved their test scores (eight by 20 and five by 40 percentage points), while 6 (32%) showed no change.

b. Week two (Living Violence-Free):

Average Pre-test Score: 3.8

Average Post-test Score: 4.0

Of 24 students who took both the pre- and post-test, 19 (79%) showed no change; 3 (12%) improved their test scores (one by 20, one by 40 and one by 60 percentage points); and 2 (9%) had their test scores decline (one by 20 and one by 40 percentage points).

c. Week three (Gardening): We had a reading log. The students collectively read 575 minutes. They were given an opportunity to read silently or paired reading.

d. Week four (Diversity): Did not administer a test.

e. Week five (Conservation):

Of 7 students who took both the pre- and post-test, 5 (71%) showed no change; 1 (14%) improved their test score and 1 (14%) had their test score decline, both by 25 percentage points.



f. Week six (Bees/Insects):

Of 17 students who took both the pre- and post-test, 14 (82%) improved their test scores (ten by 25, two by 50 and two by 75 percentage points); 2 (12%) showed no change; and 1 (6%) had their test score decline by 25 percentage points.

Week seven (Health): Did not administer post-test.

g. Week eight (Weather):

Of 12 students who took both the pre- and post-test, 6 (50%) improved their test scores (three by 8, one by 17, one by 33 and one by 50 percentage points); 4 (33%) showed no change; and 2 (17%) had their test scores decline (one by 8 and one by 25 percentage points).

**Table 12 Reading Program Performance-Based Pre- and Post-Test Results**

<b>Time Period (Theme)</b> [Number Students Completing Pre- and Post-Tests]	<b>Average Test Scores</b>	<b>Students Scores Improved N (%)</b>	<b>Test Score Change N (+/-%)</b>	<b>Students Scores Declined N (%)</b>	<b>Test Score Change N(+, -%)</b>	<b>Students Scores Unchanged N (%)</b>
<b>Week 1 (Reptiles)</b> [19]	<b>Pre- Test: 3.5 Post- Test: 4.0</b>	<b>13 (68%)</b>	8 (+20%) 5 (+40%)	<b>0</b>	0	<b>6 (32%)</b>
<b>Week 2 (Living Violence- Free)</b> [24]	<b>Pre- Test: 3.8 Post- Test: 4.0</b>	<b>3 (12%)</b>	1 (+20%) 1 (+40%) 1 (+60%)	<b>2 (9%)</b>	4 (-20%) 1 (-40%)	<b>19 (79%)</b>
<b>Week 3 (Gardening)</b> [Reading Log; No Tests]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Week 4 (Diversity)</b> [No Tests]	n/a	n/a	n/a	n/a	n/a	n/a
<b>Week 5 (Conservation)</b> [7]	n/a [no averages computed]	<b>1 (14%)</b>	1 (+25%)	<b>1 (14%)</b>	1 (-25%)	<b>5 (72%)</b>
<b>Week 6 (Bees/Insects)</b> [17]	n/a [no averages computed]	<b>14 (82%)</b>	10 (+25%) 2 (+50%) 2 (+75%)	<b>1 (6%)</b>	1 (-25%)	<b>2 (12%)</b>
<b>Week 7 (Health)</b> [No Post- Tests]	n/a [no averages computed]	n/a	n/a	n/a	n/a	n/a
<b>Week 8 (Weather)</b> [12]	n/a [no averages computed]	<b>6 (50%)</b>	3 (+8%) 1 (17%) 1 (33%) 1 (+50%)	<b>2 (17%)</b>	1 (8%) 1 (25%)	<b>4 (33%)</b>

**Overall, the analysis of the pre-and post-test reading scores reveal considerable improvement in both average test scores and the proportion of individuals who bettered their pre-test scores.** The analysis of the individual scores showed that a majority of students (between 50%-82% per week) improved their test scores in three of the five weeks when pre- and post-tests were conducted. The majorities (71% and 79%) showed no change in test scores during the other two weeks.

## **Swimming Outcomes**

The aquatics staff provided the following summary assessment of swimming outcomes for camp participants (the participants' own assessment of their swimming progress is also shown in Section II):

Approximately 90% of the campers did not know how to swim, needed assistance when attempting to swim or were terrified of water. The results thus far are as follows:

**K-2** ---Normally has 14-16 in a group. When they came to camp all of them could go under water, and that was the extent of it. There were no swimmers or floaters. At this time all students in this group can swim unassisted front stroke and an assisted back stroke.

**3-4**---Normally has 14-16 in a group. When they came to camp a few felt comfortable going under water and floating, while others were a little more advanced and could glide off the wall (a moving float). None were swimmers. At this time all can swim on front and back unassisted.

**5-6**---Normally has between 9-12 kids. Only 1 camper had lessons before, 3 had never been in the water before and were terrified. Lessons were broken down between two teachers and the students who were comfortable in the water now have basic knowledge of strokes, floating, gliding, and 2 of them can tread water for over 2 minutes and then swim back to the shallow end!! The 3 who were terrified now feel comfortable going underwater and floating with assistance (which may not sound like much, but it is huge!!)

At the end of camp all children were avid swimmers and received certificates as having completed swimming lessons.

## **Recommendations**

- 1) As noted in the instructor evaluation comments (see page 10), the reading instructor suggested that contacting the [school] district office or report card site would be helpful in determining reading standards and to find out where students are struggling in reading.

We concur with this suggestion but also believe this step in the reading component, should be **undertaken as part of a larger strategy implemented by the Kroc Center to open a much broader “pathway of communication” between the camp, individual schools, school districts and the Learning Community of Douglas and Sarpy Counties (LCDSC).**

- 2) As a first step in developing this new “pathway of communication,” **Kroc center staff should identify the appropriate personnel within the LCDSC and the schools to share and discuss the findings and recommendations contained in this report.** This discussion should focus on the assistance and guidance the LCDSC might be able to provide in the development and implementation of **consistent performance-based standards** in reading, math, science and other subject components of the camp program.

The discussion should also include how best to “network” and create the “pathway of communication” in order for the Kroc Center and individual schools, school districts and the LCDSC to better cooperate and share performance-based information with each other in the future.<sup>1</sup>

- 3) Prior to meeting with LCDSC, **Kroc staff should review the information gathered from camp participant families on the schools to be attended by participants in the Fall 2010** (see Section I, Table 4). This information could form the basis for development of a **preliminary plan for outreach to the schools and school districts**, to which they and the LCDSC might respond and/or offer suggestions and assistance.

---

<sup>1</sup> This recommendation is consistent with (and should be a part of addressing) a finding of an external evaluation of the summer camp conducted by the LCDSC on 7/27/10 which employed the research instrument, “Observations for Quality Out of School Time Programming: Adapted for the Learning Community of Douglas and Sarpy Counties.” The program received a “Not Evident” rating for Item #S4, “Program staff and school staff work together to ensure that summer school activities enhance and complement school curriculum.”

**ATTACHMENT A**

**Weekly and Post-Camp Meeting Notes**

## DAY CAMP MEETING FOLLOWING 1<sup>st</sup> WEEK OF CAMP

Friday, June 11, 2010, 1:30 p.m.

(Notes taken by Ginger Noel)

### Camper Check-In/Check-Out:

+

(Positive)

#### *Check-In:*

- ✓ Rosters
- ✓ Location
- ✓ Classroom; camper's liked that they could walk themselves to Room 6 mid-week and after
- ✓ Wristbands

#### *In/Out:*

- ✓ Parent communication; Parents did a great job of telling us about early pick-up, not allowed to swim this week, etc.

-

(Negative)

#### *Check-In:*

- ✓ Students late (mostly first day/Mon)
- ✓ Welcome Desk communication- Friday- allowed to drop off camper w/out staff member checking in or verifying roster- per Gina

#### *Check-Out:*

- ✓ Enforce pick-up at 5:00 p.m. and charging after
- ✓ More than one person to assist
- ✓ Parents coming to early- may have to wait- unless necessary

#### *Next Week:*

- ✓ Nametags for volunteers and Camp Aides since new students coming in
- ✓ Make sure two (2) people at Room 6 for check-out/contain campers; Main check-out (staff) with roster to remain outside of Room 6 and other to stay in classroom and monitor campers
- ✓ Board games during lunch and late stay
- ✓ All campers to Room 6 for check-out by 4:45 p.m. (no earlier)

### Aquatics:

(Note: Aquatics department not present- going off of Rebecca's email report)

+

(Positive)

- ✓ Swim lessons going well!

-

(Negative)

#### *Next Week:*

- ✓ Provide student rosters to department

### **Team Building:**

+

*(Positive)*

- ✓ Weeks 2, 3, and 4 planned
- ✓ Staff participation and willingness

-

*(Negative)*

- ✓ Hard to spread out and move around due to room set up
- ✓ Staff (full time/regular) should be present at kick-off of team building then Camp Aides can take over
- ✓ Not waiting until last minute to assign/fill (staff)

*Next Week:*

- ✓ Names assigned of staff conducting
- ✓ Request room layout to Rachael/Beth

### **Games/Gym:**

+

*(Positive)*

- ✓ Loved games! (*Steal the Flag* most popular/favorite)

-

*(Negative)*

- ✓ More water breaks

*Next Week:*

- ✓ Plan games ahead of time (written out)

### **Computers:**

+

*(Positive)*

- ✓ Classes going well
- ✓ Games
- ✓ Timing- after lunch, use Computer Lab for down time

-

*(Negative)*

- ✓ Air conditioning
- ✓ Finding age difference in K-2 (knowledge)
- ✓ 3<sup>rd</sup> & 4<sup>th</sup> grade- topic boring- already knew

*Next Week:*

- ✓ (Future) Look into software to accommodate ages/grades
- ✓ Tues/Thur- computers over lunch hour

**Reading:**

+

*(Positive)*

-

*(Negative)*

- ✓ Not a favorite- okay once started
- ✓ Had to get books relating to topic from public library (Reptiles)

**Next Week:**

- ✓ (Future goal) Campers able to take book(s) home with them
- ✓ Approval of reading teacher

**Breakfast/Lunch:**

+

*(Positive)*

-

*(Negative)*

- ✓ Going well
- ✓ Giving campers too many options
- ✓ Room dirty- was communicated to facilities/ custodial- better after that
- ✓ Throwing away leftover food from lunch (do not leave sitting out)
- ✓ Portions too small- hungry again by 3:00 p.m.

**Next Week:**

- ✓ Daily snack; Mon/Tues (Room 6)= Granola; Wed/Thur (Room 6)= Kitchen staff choice; Fri (movie)= Popcorn
- ✓ (Next year) Breakfast/lunch supplied by Kroc Center Chef/Staff

**Arts/Dance:**

+

*(Positive)*

-

*(Negative)*

- ✓ Dance: Mostly good
- ✓ Painting: Liked a lot- controlled
- ✓ Assistance going well
- ✓ Dance: 5<sup>th</sup> & 6<sup>th</sup> (all boys) not well received
- ✓ Art: Change
- ✓ Need to add music!

*Next Week:*

- ✓ Looking at more art options
- ✓ Salsa dancing for Diversity week?
- ✓ Discuss what projects to take home or keep here

**Theme:**

<sup>+</sup>  
(Positive)

- ✓ Reptiles went great- campers loved- and speaker was great
- ✓ Campers loved that the color sheets were posted for all to see

<sup>-</sup>  
(Negative)

*Next Week:*

**Recommendations for Next Week:**

- ✓ Reading teacher approved
- ✓ Decide movie (Bullying)... *Goonies*?
- ✓ Camp Kroc cheer (put on website and use for future advertisement)
- ✓ Guitar, tambourine (Erica)... during lunch?

Meeting adjourned at approximately 3:30 p.m. GN



### **Camp Debrief Meeting – August 17, 2010 – 9:00 – 11:30**

**Present:** Keith Hart, Roxanne Nielsen, Gina Ponce, Rebecca Miljavac, Ashley Holthaus, Daryl, Milius, Ginger Noel,

**Absent:** Tony Collins, Telia Young, Kevin Newlin, Vera Neal, Erica Johnson, Tom Folk

Gina began the meeting by telling everyone that camp was a great success and she thanked everyone for all their hard work and contributions to the camp. Gina stated that each department would report on their area and that then others in the group could comment on what they felt worked well and recommendations for next year.

**Aquatics:** Rebecca stated that things went very smooth for them. They did have to shuffle lifeguards to accommodate the swimming classes. Next year she would like to have set instructors specifically for the camp. Rebecca stated she would like to see more consistency amongst her lifeguards. Children came in as non swimmers and left as swimmers. Rebecca stated they would have liked to have known the ages of the children instead of the grades, that would have been better for their planning. She stated there were some children who were 3 and 4 years old and that was difficult during free swim as they needed to be closely supervised. R K Piper (UNO evaluator) asked a question regarding the different levels of swimming.

**Recreation/Gym:** Daryl stated that he was glad that things worked out for them having the facilities and equipment. Skills such as soccer, basketball, were learned each day. Each day was dedicated to a sport. Archery was their favorite. Kids went from “I don’t want to Play” to “What are we playing today?” Challenges: We assumed the program aides were going to participate in the activities and by the time we asked them to, they were tired.

Improvements: More campers, earlier recruitment. More children enrolled for the entire program. Additional new kids on a weekly basis. Quality of camp was way up there, more than the cost. Fourth of July week – no camp possibly so we can take a break and recharge. Go the entire summer, 10 weeks instead of 8. Separate early drop off and late pick up from camp entirely. More music in camp. As a while Daryl felt camp was a success.

**Arts:** Keith stated that in general we did fine. Not all the children liked what was offered. Most of the time kids seemed happy. Felt pretty good for the most part. Needed to start planning earlier. Class periods in the afternoon were too long for the things we were doing. Make pm sessions shorter. We do not want children for one hour for dance. K-2 in the pm for dance was too long. 40-45 minutes is plenty. Adjust length of class periods. Noise in ballet room is terrible. Acoustics is bad. Classrooms with carpet are better. We never ran out of stuff for the children.

**Education/Computers:** Age differential – teaching styles have to be different for the younger groups. Reading teacher also felt this way. Nice to have computers for all children. Reading teacher really enjoyed the children. Next year we should connect the reading program to the school standards. Ask the schools what needs the children have. What do the teachers need us to address over the summer. We need to tie it to the school curriculum. Computer and reading Teachers wants to be part of the planning process next year.

**Food Service:** Not Present – group discussed that next year we should have lunch and snack instead of breakfast and lunch. Lunch is too long for one hour unless we have structured activities for the children. Nutrition classes were great. Kids really enjoyed cooking their own snacks. Telia was perfect for teaching these classes. We need additional staff during the meals. Food Service should not be responsible for the children.

**Registration:** No major issues. Next year two people needed to create structure, wristbands worked well, nametags at the beginning of each week was good. Camp Program Aides need to wear them also. Packets should be consistent throughout camp not just available on Parent Information night. Packets should be given to all new parents.

**Check out:** We need to stay in one place for checkout. Maybe on Fridays checkout should be in the Aquatics area; if swimming is still on the schedule at the end of the day. Be consistent on checkout room and do not move all over the place. Have an activity while waiting for parents (2 People). Checkout needs to be closer to the front door. Early pickup needs to be implemented as far as charges were concerned. Maybe if we separate early/late pickup from camp this will help. Maybe implement parents having to sign their children into the program.

**Evaluations:** Gina distributed evaluation results for Teacher/Presenter, Post Assessment of campers, Parent Survey, Learning Community evaluation. No questions no comments from the group.

**Team Building:** not Present – Staff coverage needs to be determined in the planning process, not during camp. Staff needs to be on time for activities. Nice job on including 40 Developmental Assets. Kids really learned a lot during team building.

**Speakers:** Do not ask speaker to come at 4:00pm. Children were not polite. Recycling instructor not the best. Kids were not well behaved. Staff took off, no control on campers behavior. No plan on keeping order with everyone. Camp rules came too late, we needed to have those week one. Tell speakers what our expectations are and talk to them about campers behaviors prior to their presentation.

**Movies:** Movies were okay. Themes and movies went hand in hand. Identify movies during planning process. Movies need to fit timeframe allocated for the movie. Ask the families to come. More advertising.

**Themes:** Talk to the schools, we need to revisit themes – Themes needed to be more tied together to the other activities. Themes needed to be tied to the entire day. Not everything can be connected to a theme.

**Volunteers:** Overall attendance was good. Clearly defined job descriptions for volunteers. Obligations need to be clearly defined. Instructor needs to know what the roles of the Program Aides and volunteers are. Roxanne indicated the first four weeks of camp she spent more time working with the United Way volunteers than the campers. Program Aides also needed to be interactive with the campers. No electronics should be allowed by campers or volunteers. People need to be taught everything. But then you're taking time from what you're really there to do. Training is imperative for Program Aides and volunteers. Camp had 21 volunteers = 1400 hours. Volunteers and Program Aides need to be able to evaluate the program as well. Daryl had the Program Aides do daily journals. Great

contribution. Ginger reviewed and handed out a sheet that had recommendations made at the weekly staff meetings. Most of the items on the list were discussed throughout the meeting.

The evaluator from UNO stated that we were very good overall with all the processes we had in place. The evaluation processes, discussions and the testing we did throughout camp. All evaluations are pertinent and great and that we were above other camps he was worked with and/or evaluated. Having Reading in camp was great. Childcare as a great program. He stated we should give ourselves credit for an outstanding program. The evaluator will provide a report as to what his observations were throughout camp. Gina will share this information with the group when she receives it.

The group recommended that we know what we're doing by March 2011 for next year's camp. Of course next year will be easier because we will have everything in place and know what we're working with.

Gina thanked everyone for all their input.

## **ATTACHMENT B**

### **Student, Parent, Instructor Assessments/Surveys**



THE SALVATION ARMY

**KROC CENTER**



Name: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

Weeks in Camp: \_\_\_\_\_

Date: \_\_\_\_\_

☐ Female

☐ Male

### Pre Assessment Question

What do you want to get from your camp experience?

---

---

---

---

Name 5 things you would like to learn in camp?

---

---

---

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---

What do you enjoy about reading?

---

---

---

What do you enjoy about Science ?

---

---

---

What do you enjoy about Math ?

---

---

---

Please turn in to Gina Ponce as soon as completed. Every camper has to complete this assessment

## **Camp Kroc - 2010**

### **Camper Post-Assessment - FINAL**

#### **#What did you learn about measurements in nutrition class?**

- We learned how to cook good food. 2 kids
- **Cooking**
- No answer. 7 kids
- That you measure to cook
- Many ingredients
- Did not get to that. 4 kids
- A cup
- What are teaspoons and all that 1 kid
- I know exact amount to use
- What a cup is.
- Lots of things.
- Learned how to be a better cook.
- We need measurements to measure stuff.
- Learn how to have direction and instructions.

#### **#What did you learn in science?**

- Learned there are many insects throughout the world
- I need to eat well to stay healthy
- Reptiles -5 kids
- No answer- 2 kids
- Snakes- 2 kids
- 3 main parts of snake
- Reptiles can be snakes, lizards and reptiles have scales and they are soft
- Insects breathe through their tongue
- Insects- 2 kids
- Reptiles have scales
- Insects have scales
- Insects have 6 legs
- All of the above
- I learned about bees and health
- How to turn the blender on
- Food pyramid
- Did not have science- 2 kids

- Bees
- Reptiles breathe with their tongue-*11 kids*
- Spiders have 8 legs
- Reptiles because they are wet on their skin
- Heath is important
- Insects have 3 body parts

#### **#What did you enjoy about reading?**

- Getting better at reading was exciting for me
- Learning
- No answer-*3 kids*
- Anantzi (the spider book)- *2kids*
- That sometimes we got fun time on the computer- *2kids*
- I like reading because we colored-*2 kids*
- Reading books-*6 kids*
- Fun reading
- That I learned too much
- I enjoyed the worksheets
- Looking at the pictures
- Learning new things
- Nothing
- Word search
- Drawing
- Everything
- It was an escape
- Don't know
- Reading books and taking tests
- The kind of books I like to read

#### **#What did you get from your camp experience?**

- Learned better reading habits, meet some new friends
- It was fun
- We had fun, we play games
- No answer-*3 kids*
- I learned how to save my money
- I did not get to that -*2 kids*
- I learned how to use PowerPoint
- How to do college, play capture the flag
- A whole lots of things. There is a variety of things I will have to say is swimming because I learned new things.

- It helped me not to shy
- I got friends-2 *kids*
- I loved it
- Friend- It was amazing-made great friends
- I like being here to meet new people
- A wonderful summer
- I got more ability to swim
- Friendship, teamwork, about my inner artist
- It was fun
- I learned how to swim, play drums and dance
- Awards and prize
- It was fun

**#Name 5 things you learned in camps**

- Reading better-2*kids*
- Art-5 *kids*
- Be nicer to other
- More respectful
- Better sportsmanship
- How to use computers-5 *kids*
- New game-3 *kids*
- Nutrition-4 *kids*
- Music
- Drums-11 *kids*
- Swimming-14 *kids*
- Painting-3 *kids*
- Dancing-10 *kids*
- How to save money
- How to give and share things
- Snakes
- Listen to songs
- Play football
- Soccer
- Basketball-2 *kids*
- Bow and arrow-3 *kids*
- Fun time
- How to work in a team-2 *kids*
- Ping Pong
- Cooking-4 *kids*
- Team building-2 *kids*



- Drama
- Reading
- Page numbers on the computer
- How a tornado starts
- Reptiles
- Have a good time learning
- Capt me the flag
- New foods
- Baking
- Learned new words
- How to read chapter books
- Built friendships
- PowerPoint-2 *kids*
- Use the computer-3 *kids*
- Africa has 53 cities
- Animal names
- Flower names

## Summer Day Camp Evaluation Week Seven – July 19- 23, 2010

\*Optional\* Name

Number of weeks enrolled in Camp: \_\_\_\_\_

*Please circle Yes or No for the following questions about your class and make comments.*

1. Did you like **Swimming**? ☒ Yes ☐ No  
Did you know how to swim before you came to camp? ☒ Yes ☐ No  
Do you know how to swim now? ☒ Yes ☐ No
2. Did you like the **computer class**? ☒ Yes ☐ No  
Did you know how to use computers before you came to camp? ☒ Yes ☐ No  
Do you know how to use computers now? ☒ Yes ☐ No  
Do you have a computer at home? ☒ Yes ☐ No
3. Did you like **reading**? ☒ Yes ☐ No  
Do you feel like you read better now? ☒ Yes ☐ No  
Do you read at home? ☒ Yes ☐ No
4. Did you enjoy the activities in the **gym**? ☒ Yes ☐ No  
Name 2 favorite things you did in the gym \_\_\_\_\_
5. Did you like your **Art class**? ☒ Yes ☐ No  
Name 2 favorite things you did in Art \_\_\_\_\_  
Name 2 things you learned about Art \_\_\_\_\_
6. Did you like your **Finance class**? \*For 3-4 and 5-6 only ☒ Yes ☐ No  
Tell me 2 things you learned in Finance class \_\_\_\_\_  
Tell me something you did not know before this class \_\_\_\_\_
7. Did you like **Team Building**? ☒ Yes ☐ No  
What was your favorite part of Team Building? ☒ Yes ☐ No  
Did you ever do team building before camp? ☒ Yes ☐ No
8. Did you like your **Nutrition class**? ☒ Yes ☐ No  
Tell me three things you knew about nutrition \_\_\_\_\_  
Tell me three things you learned about nutrition \_\_\_\_\_
9. Tell me something about the **competitions**: \_\_\_\_\_  
Did you learn anything from the competitions? ☒ Yes ☐ No  
Tell me two things you learned that you did not know before. \_\_\_\_\_
10. Did your family come to **Family night**? ☒ Yes ☐ No  
What did you think about Family night? \_\_\_\_\_  
What did you watch and did you learn something from the movie discussion if yes what? \_\_\_\_\_
11. Is there something you would like to tell me that I did not ask you?

Thank you for taking the time to help us maintain a great camp. Please return your completed evaluation to the Education Department Director.

## Summer day Camp Kroc

### Parent Survey – FINAL – 19

**Why did you have your child (ren) participate in Camp Kroc ( Check all that apply)**

Extra help in school (reading, math or other subjects)	6
Activities (music, computers, art, etc)	17
Child care or supervision during the day	12
Recreation (sports, gym, other games)	15
Learning social skills or improving behavior	13
Other, Please specify:	

My son is at risk child for getting into trouble, make new friends

Do you believe the camp was helpful to your child in school subjects?	Yes=16	No=0	Not sure=3
Do you believe the camp activities were beneficial to your child?	Yes=19	No=0	Not sure=0
Do you believe the camp provided a safe and well-supervised environment?	Yes=17	No=1	Not sure=1
Do you believe the recreational activities were beneficial for your child?	Yes=19	No=0	Not sure=0
Do you believe the camp was beneficial for your child in learning social skills or improving behavior?	Yes= 16	No=0	Not sure=3

**What did your child like most about his/her experience with Camp Kroc?**

- working with others as a group setting and the different activities
- he learned to enjoy soccer, talked a lot about archery and drumming
- Seemed to have enjoyed everything
- the social aspect
- the drums, archery, swimming and fun
- meeting new friends
- gym and sports
- No answer = 3
- Swimming, sports, archery, music
- making friends and keeping activities
- swimming, art, dance
- making friends
- we enjoyed that they learned how to swim; African dance and drumming
- swimming and art
- everything
- basketball
- swimming, making new friends, having stuff to do all day

**What do you think makes Camp Kroc different from other summer programs?**

- I think this camp is more organized. I like it because it's like school setting and the staff are very nice
- The Love
- No Answer-2

- organization and activities
- You offered so many opportunities t the children to grow and have fun
- teaching about culture
- educational opportunities
- my son had never attended a day camp but I loved this one for him
- what makes it different is that after camp ends the kids can stay after until the parent/guardian can come to get them
- all the different activities you have to offer
- don't know it's my first camp
- I don't know others
- the amount of activities for the kids - 2
- the emphasis on character and creativity
- caring
- very structured
- Staff was great – many activities

**Would you recommend Camp Kroc to your friends and family? If so, why?**

- yes, because it is very educational
- yes, it seemed very good
- yes, what I see is a bunch of good well trained staff
- yes, Isaiah enjoyed the daily activities
- Absolutely, this was amazing!
- yes, it's beneficial in many ways
- yes - 2
- yes, I loved the programs you offered
- yes, I would because it is a good place for kids to come
- Definitely, very friendly environment
- yes, because kids enjoy themselves while getting educated at the same time
- yes, there are a lot of activities for them
- No answer – 1
- yes, fabulous program
- yes, positive experience
- yes, Nate had a great time
- yes, because of the recreational activities and its well supervised
- yes, the atmosphere is great, nice staff, large facility, great price

**Would you like us to send you information about camp Kroc for next year?      Yes= 18      No=1**

**Any comments or suggestions-**

- I think the Kroc Center is a very good center for our kids, it's big, clean, organized and a good place to be
- Thank you to those teachers and aides who took extra time to help with Jayden. He just needs patience
- Keep up the good work
- No Answer – 8
- Thank you for having my son! Thank you for the scholarship
- Please take better control or watch the kids better, cause April kept getting hurt the whole 8 weeks. I did not like what happened at the ceremony

- My son and family we had been bothered by an Americano, of which my son and daughter were traumatized by this person. For my son this program was something very nice because it took away the bad feelings he had towards the problem he had here at the Kroc Center
- I have three kids and it was a little expensive for me
- The camp could go longer (more weeks) more info on how parents can support their children at the camp (volunteer opportunities)
- Wonderful program – a great blessing for our entire family. Scholarships need to be more available for low income families
- Keep up the great job! Next year can we have the opportunity to purchase any photos you take?
- Extend weeks, otherwise everything seemed really great
-

## **Camp Kroc Instructor/Teaching Artist Evaluation**

### **FINAL REPORT**

August 9, 2010

Results compiled from 12 returned evaluations.

*Was the planning component of camp satisfactory?*

**Yes – 10 No – 0**

*Were you involved as much as you wished?*

**Yes – 10 No – 0**

#### ***Comments:***

\*Planning seemed a bit tedious but was to be expected as this was the first year for Camp Kroc.

\*N/A: I was a guest speaker.

\*I loved it!

\*I was informed what was expected of me and when I was provided info on how to make my presentations fit into what the kids were learning.

\*Presentation only – I enjoyed presenting the information regarding bullying.

\*Yes, everything was set up for the presentation. Very helpful.

\*Sort of – I would have liked to have had more input. There was some miscommunication about when I was starting but that was due to staff changes I think!

*Was the time allocated to you for teaching your classes sufficient?* **Yes – 9 No – 3**

#### ***Comments:***

\*The days I had 50 minute periods seemed too long for Team Building but 25 minutes was definitely too short, especially when the kids were late!

\*BUT – do not ask a guest speaker to come at 4:00 pm. I was told that was “the time” for speakers but the kids are fried and unruly at 4 pm.

\*40-45 minutes is just right.

\*Plenty of time.

\*I believe students must do their activities in the computer and spend their time working in the project so that they learn and understand. I teach for 40 minutes but if I got 10 more minutes, then it would be better.

\*I was the last of my day so I was given an hour and then some kids remained afterwards.

\*More time for the presentation would have been better but I understand that the time was allocated for children who participated in the camp and they had to leave at 5:00.

\*We had plenty of time for questions throughout the class.

\*An hour is too long for them especially since we met every day. If we had met two times per week it probably would have been fine.

*Were your space/equipment/supplies adequate?*

**Yes – 11 No – 1**

#### ***Comments:***

\*Space – yes, supplies – yes, equipment – no, sink was inadequate.

\*Very good.

- \*We have enough computers for the students and each student can use one computer. I was quite satisfied.
- \*CPU for PPT, projector screen and operator.
- \*Great!
- \*The dance studio is very “echo-y” but I know nothing can be done about it.

*Were the camp administrators and staff helpful and supportive?*     **Yes – 11 No – 2**

***Comments:***

- \*They had trouble controlling the unruly behavior.
- \*Yes, the camp administrators and staff were very helpful and supportive. The good part is that the administrators and staff were always available whenever I needed them.
- \*Guidance, intro, assistance with machines.
- \*They were very friendly and made sure I was taken care of.
- \*The administrators were helpful but the volunteers and aides were more of a hindrance than a help. They really didn’t know what their role was supposed to be.

*Were the sizes of your group adequate?*     **Yes – 11 No – 0**

***Comments:***

- \*About 20-25 kids
- \*LOVED
- \*The sizes were not that big. I think if there were more it would be adequate.
- \*20-25 felt like it was bit enough that it made my piece relevant, but not overpowering numbers.
- \*I think that it was just right.
- \*The size was fine but having 4 year-olds in the same class as 7 year-olds doesn’t really work.

*What suggestions/concerns/thoughts do you have that will help us make camp better next year?*

- \*Incorporate passing time, especially after swimming.
- \*I speak to many groups of students each year and most in an inner-city setting. This group was the most difficult I have had, probably ever. I felt badly for the instructors.
- \*Volunteers/aides could be more helpful.
- \*Bigger sinks or more sinks in rooms 6 and 7.
- \*The only thing I realized was that there was a difference between kindergarten and grades 1 and 2. Kindergartners were too small and it was difficult for me to give the same project for all of them. I think if we had two groups such as 1<sup>st</sup>/2<sup>nd</sup> and kindergarten, then it would be better to teach and they could do their projects together.
- \*NONE. Keep up the good work.
- \*There needs to be ground-rules and a definite structure with definite leadership for each group established on day one. I spent a lot of time laying down guidelines and rules and training the volunteers.

**ATTACHMENT C**

**Performance-Based Reading Instrument**



**Living Violence Free Pre-Test Week 2**

**Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**1. What is Violence?**

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**2. Is violence acceptable?**

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**3. What is bullying?**

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**4. What are threats?**

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**5. Should violence be stopped? Yes \_\_\_\_\_ No \_\_\_\_\_ Why?**

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